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ABSTRACT

This document contains the information required to deliver a 1-semester course in microcomputing and document processing that is designed for students in grade 9. The document begins with a course rationale, brief course description, list of course objectives, and list of 14 teaching strategies and suggestions for business educators to use to prepare students for information-intensive workplaces. Presented next is a course outline that includes the objectives, daily activities, and extended activities for the course's 12 units, which deal with the following topics: keyboard basics; keyboarding and the alphabet; basic formatting techniques; reports; basic, intermediate, and advanced correspondence; tables; advanced reports; and advanced tables. Concluding the guide are 11 sample activities and sample criterion and reference measures. Included among the sample activities are the following: an exercise in writing and following written instructions; a team-building exercise; a scrambled word exercise featuring computer-related vocabulary; group and individual job application exercises; an Internet scavenger hunt; and a stock market game based on an interdisciplinary approach. The bibliography contains 19 references. (MN)

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ED 412 346

CURRICULUM GUIDE FOR IMPROVEMENT OF INSTRUCTION OF BUSINESS SUBJECTS

Ninth Grade
"Microcomputing and Document Processing"

By:
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Madonna Morley
Derek Potter
Jennifer Stapleton

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Summer 1997
Morehead State University

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Curriculum Guide
Improvement of Instruction of Business Courses
Summer 1997

"Microcomputing and Document Processing"

I. RATIONALE

With the increased use of the microcomputer in every aspect of our technology-focused society, it is imperative that business educators help students acquire the basic skills, principles, and techniques they need to key in information effectively. Keyboarding is considered an essential basic skill and is fundamental for acquiring additional technological literacy required by the business world. "Students should received appropriate keyboarding instruction as a foundation for advancing technology skills and to prevent the development of inefficient habits that require time-consuming remediation (Oklahoma Business Education [Online], 1997). The main purpose of this semester course in microcomputing and document processing is to teach proper manipulation of the keyboard to increase proficiency and motivation in daily computer applications.

II. COURSE DESCRIPTION:

In this block semester microcomputing and document processing course, students will develop proficiencies in the operation of touch keyboarding through a carefully planned step-by-step process. Primary emphasis will be placed on correct techniques of finger placement and secondary emphasis will be placed on speed and accuracy. A variety of effective skillbuilding routines will be used to improve the speed and the accuracy of keyboarding skills. Proficiencies in formatting business letters, personal letters, memorandums, simple reports, and tables will be developed, and business communication and research skills will be integrated throughout the course. Opportunities for active learning will be provided as students make decisions, work together as group members, and compose at the keyboard.

III. OBJECTIVES FOR MICROCOMPUTING AND DOCUMENT PROCESSING

- Computer Literacy
- Demonstrate finger control for each key on the keyboard
- Use home key anchors to assist in developing key locations
- Use proper spacing after common punctuation marks
- Compose simple sentences and paragraphs at the keyboard
- Demonstrate an ability to use the numeric keypad
- Demonstrate the ability to proofread, edit, and correct errors

- Demonstrate the ability to center horizontally and vertically using software package capabilities
- Demonstrate the ability to understand proofreader's marks by making appropriate corrections in text copy
- Demonstrate basic formatting skills on single-page reports, personal-business letters, business letters, and memorandums
- Apply rules for correct use of word division and capitalization in written communication
- Demonstrate basic formatting skills for tables
- Apply basic production skills in keyboarding and formatting copy for correspondence, reports, and tables from a variety of sources
- Demonstrate and apply rules for implementing correct punctuation marks in written communication
- Demonstrate keyboarding speed and accuracy on straight copy with a goal of 37 words per minute on a three minute writing with 5 or fewer errors

IV. From a review of current literature, following is a list of teaching strategies and suggestions recommended that business educators practice if they are to adequately prepare their students for an information-intensive workplace in today's technological-advanced society:

- Systematic teaching and a structured keyboarding skills training scheme should be used in schools to prevent development of improper keying habits.
- At least 28 hours of instructional time should be provided to focus on proper keyboarding techniques and skillbuilding.
- Instead of using the "cookbook method" (giving step-by-step instructions), keyboarding teachers should allow students to figure out how to accomplish tasks by themselves and by working collaboratively.
- Production keyboarding process technique sheets should be used to allow students to progress at their own rate according to their individual learning styles.
- To achieve quality, software features such as the dictionary, thesaurus, and grammar checkers should be used.
- Teaching production keyboarding involves an approach that emphasizes effective work habits rather than speed and accuracy.
- Touch method should the primary focus of keyboarding instruction.
- All keyboarding instructors should be board certified to ensure that students receive the proper touch method training and instruction.
- Visual access to the keyboard and monitor facilitate keyboard learning.
- Correct computer techniques should be taught along with software applications to strengthen and support continuity with other courses.
- Integrated skills of reading, writing, and listening should be used to support active learning in keyboarding classes and simultaneously reinforce making decisions, working with people, and composing at the keyboard.
- Peer tutoring should be used to promote student learning.

- To keep students aware of current global events and issues in computer technology, international article summarizes should be assigned and news clippings posted.
- Efficient work habits should be taught that will help students achieve quality standards required by office professionals in the business world

COURSE OUTLINE / UNIT OBJECTIVES

A. Unit 1 – Introduction to the Keyboard

1. Introduce basic microcomputer terminology including: hardware (input, output, and processing devices), software (applications software and operating system software)
2. Introduce primary and secondary storage
3. Care and handling of software and hardware
4. Keyboarding techniques and workstation arrangement
5. The alphabetic keyboard including: A, S, D, F J, K, L. SEMICOLON, SPACE BAR, AND ENTER/RETURN KEY
6. The alphabetic keyboard including: H, E, O, M R, I, T, N AND C

Daily Activities:

1. Class discussion on basic computer terminology, hardware, software, primary storage, and secondary storage.
2. Guided practice on homerow keys
3. Independent practice on homerow keys {A, S, D, F, J, K, L. ;}
4. Guided and independent practice on other alphabetic keys
5. Use verbal diction to review keys

Extended Activities:

1. "Computing with Peanut Butter and Jelly Sandwiches" Activity
2. Computer labeling activity
3. Scramble puzzle on computer terminology

B. Unit 2 - Keyboarding and the Alphabet, Part 1

1. Proper finger reaches, control and stroking
2. Control new alphabetic keys: V, RIGHT SHIFT, PERIOD, W, COMMA, G, B, U, LEFT SHIFT, Q, AND SLASH
3. Proper keyboarding position
4. Control of keys introduced by using speed scales
5. Improve speed and accuracy

Daily Activities:

1. Guide and independent practice on the keys introduced in No. 2 above
2. 1-minute timed writings with a goal of 15 wpm
3. Review proper keying techniques

Extended Activities:

1. Timed writing speed races
2. Randomly assign groups to combine time writing scores—reward winners
3. Keyboarding / fingering Activity Sheet

C. Unit 3 - Keyboarding and the Alphabet, Part 2

1. Control P and X key using the touch method
2. Control Y and hyphen by using the touch method
3. Control Z and colon keys by touch
4. Control question mark key by touch and use caps lock to key all-capital letters
5. Strengthen control of special keys. Strengthen reaches on third, home, and bottom rows
6. Introduce numeric keypad
7. Increase speed skills
8. Evaluate keyboarding techniques and style proficiency using technique check sheet

Daily Activities:

1. Review the proper keying techniques for keys already presented
2. Give students 30-second timed writings on selected lines
3. Give 1-minute timed writing on pretest and posttest activities with a goal of 20 wpm
4. Have students compose 6-8 letter words using keys learned thus far
5. Use guided practice on selected sections throughout Unit 3
6. Reinforce keyboard techniques
7. Practice using numeric keypad

Extended Activities:

1. Compose paragraphs from transparency ideas using all letters learned in this and previous lessons
2. Dictate questions requiring a one-letter response, and progress to full-paragraph responses as demonstrated each day in 5-minute warm-up of journal writing.
3. Composing activity on school events

***Beginning with Unit 4, use a daily bellringer activity of journal writing

D. Unit 4 - Basic Formatting Techniques

1. Introduce horizontal centering techniques using scroll and centering techniques
2. Introduce apostrophe and quotation marks keys
3. Introduce vertical spacing and vertical centering; reinforce concepts with transparencies
4. Introduce underscore, equal, plus, comma, and bracket keys
5. Introduce simplified memorandum formatting
6. Introduce word processing spell-check feature
7. Increase speed and accuracy

Daily Activities:

1. Manually center titles by backspacing once for every two spaces in the titles
2. Horizontally list their favorite foods, ball teams, movie stars, songs, and singers
3. Diagram on the board vertical centering concept; reinforce with transparencies
4. Reformat using block centering and page centering
5. Key sample text of simplified memorandums
6. 1 and 3-minute timed writings with a goal of 25 wpm
7. Introduce importance of team work

Extended activities:

1. Introduce the Stock Market Game
2. "Koolaid Construction" Activity

E. Unit 5 - Introduction to Reports

1. Introduce:
   a. unbound reports
   b. reports using block indentions
2. Introduce outlines
3. Introduce automated page enumerating features; use transparencies to illustrate indentions of left / right margins for long quotes or enumerated items
4. Increase speed and accuracy

Daily Activities:

1. Practice margin changes by temporary changing left and right margins on practice reports
2. Use peer tutors to assist with keying reports and changing margins

3. Key sample quotes using various margin settings
4. 3-minute timed writings with a goal of 30 wpm

Extended activities:

1. Select a stock, research it, and key unbound report on their findings; Present orally to class
2. "Career Day" Proposal Activity to reinforce outlining and memorandums

F. Unit 6 - Reports

1. Introduce:
   a. reports using parenthetical references and quotes
   b. reports using table placement
   c. reports using outline format
   d. multi-page reports, enumerating pages
2. Increase speed and accuracy

Daily Activities:

1. Key and print multi-page reports for portfolio entries
2. 3-minute timed writings with a goal of 35 wpm

Extended activities:

1. Compose, key and print personal biographies for portfolios
2. Key report on field trip to bank
3. Invest in the Stock Market Game

G. Unit 7 – Correspondence

1. Format and key business letters, personal-business letters, and small and large envelopes using automated envelope formatting feature
2. Identify, recognize, and apply rules on how words are capitalized while keying sentences
3. Introduce proofreaders' marks
4. Format enclosure and attachment notations
5. Edit documents using block commands
6. Edit documents using the cut and paste function
7. Increase speed and accuracy

Daily Activities:

1. Review capitalization and word division rules; practice keying sample text
2. Format personal-business letters, and business letters, key and print samples of each, and label the letter parts
3. Interpret proofreaders' marks from rough-draft copies
4. Edit saved documents using the block move and block copy commands, and the cut and paste function
5. Guided practice formatting both No. 6 3/4 and No. 10 size envelopes
6. Retrieve saved letters, add enclosure and attachment clauses within paragraphs, and add appropriate enclosure/attachment notations
7. 3-minute timed writings with a goal of 40 wpm
8. Proofreading class activity using transparency: "Using Proofreader's Marks"

Extended Activities:

1. Compose a personal-business letter about the family's purchase of a new computer
2. Key a step-by-step instruction sheet on block commands, and key and print a copy of the text to write proofreaders' marks to keep for reference
3. Contact local post offices for international postage regulations, locate and key foreign addresses
4. Letter writing activity titled "Apartment Life"

H. Unit 8 - Tables

1. Discuss rules for expressing numbers in sentences
2. Format Word and Number Tables:
   a. Two-column tables with titles and subtitles
   b. Ruled tables
   c. Tables with columns of mixed words and numbers
   d. Horizontal centering
3. 3-minute timed writings

Daily Activities:

1. Review horizontal centering concepts
2. Practice clearing and setting tab stops
3. Learn and practice using the left, right, and decimal tab stops used for table columns
4. Recognize, identify, and apply rules for incorporating numbers in the body of text
5. Practice formatting two-column tables with titles, subtitles, and blocked column headings

6. Apply correct spacing for a ruled table
7. Discuss and format columns of mixed words and numbers

Extended Activities:

1. Use peer tutors to monitor keying techniques when formatting tables
2. Review career opportunities in local and statewide newspapers and classify the jobs available in one column and qualifications needed in another
3. Portfolio activity (explain a process) titled "Keyboarding Centering"

I. Unit 9 – Intermediate Correspondence

1. Format modified-block style business letters with and without indented paragraphs
2. Format copy notations
3. Format postscript notations in letters
4. Introduce production timed writings / technique sheet

Daily Activities:

1. Recognize the differences in block style and modified-block style letters while keying samples of each
2. Format modified-block style letters with indented paragraphs
3. Understand the purpose and formatting procedure for copy notations and key examples of both closing and copy notations
4. Compose appropriate postscript notations for saved letters
5. Reinforce skill in shifting and concentration
6. Reinforce double and alternate reaches
7. 3-minute timed writings
8. Assess production with production score sheet

Extended Activities:

1. Design appropriate letterhead using various print enhancements while students practice typing different letter styles
2. Write letters inviting representatives from a variety of careers and institutions to participate in a "Career Day."
3. After developing and distributing a school survey to discover the needs and problems of the school, write a memorandum to the Principal summarizing the findings.

J. Unit 10 - Advanced Correspondence

1. Reinforce basic keyboarding techniques and skills

2. Format and key letters with special features
   a. Enumerations
   b. displays
   c. tables
   d. commas in compound sentences and between adjectives
3. Review concepts of and compose personal-business letters and business letters.

Daily Activities

1. Compose compound sentences
2. Use peer tutors when formatting special displays in letters.
3. Key sample resume/personal data sheets
4. Retrieve saved letters and add displays, tables, and enumerations
5. Key personal-business and business letters on assigned global issues; address envelopes

Extended Activities

1. Group performance task titled "Job Application"
2. Use desktop publishing software to create letterheads as they write, and key three letters:
   a. Cover letter/letter of application to apply for job selected during performance task in No. 1 activity above
   b. Personal-business letter to the housing office of a college or university
   c. Letter asking permission to use a person as a reference on a resume/personal data sheet.

K. Unit 11 - Advanced Reports

1. Reinforce and format business reports with side and paragraph headings, enumerations, displays, and tables
2. Recognize, identify, and use commas correctly after introductory words and phrases as well as with nonessential elements
3. Reinforce basic keyboarding skills and techniques.
4. Reinforce the basic keyboarding technique of the tab key.

Daily Activities

1. Format reports, key and print samples, and label the parts
2. 3-minute and time writings
3. Retrieve saved reports, add side headings, paragraph headings, enumerations, displays, and tables.

Extended Activities

1. Have groups members to contact area businesses for commonly-asked interview questions, key group findings, and combine into a class list
2. "Search and Seek" Internet scavenger hunt activity and assignment
3. Incorporate multicultural timed writing

L. Unit 12 - Advanced Tables

1. Reinforce basic table concepts
2. Use commas, appositives, and semicolons in compound sentences
3. Introduce spreadsheet applications software
4. Reinforce personal-business letters and business letters

Daily Activities

1. 3-minute time writings
2. Complete lab activity on commas, appositives, and semicolons in compound sentences
3. Format, key, and print sample tables
4. Retrieve saved tables, add total or average lines.
5. Use spreadsheet applications software to import tables into a report
6. Format and key personal and business letters

Extended Activities

1. Invite each student to bring in candy bar for a snack break. Create and save a table listing the different kinds of candy in column one, and the total number of each brand in column two
2. "Traveling Around the Globe" activity
3. Retrieve table created in No. 1 (Extended Activities) and import into a letter to the school store manager

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Following is a sample of criterion and reference measures that will be used throughout this unit:

Objective Tests
Document Production Score Sheets
Production Keyboarding Process Technique Sheet
Technique Check Sheets
Timed Writings

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--SAMPLES--

KEYBOARDING ACTIVITIES
ASSESSMENT TOOLS

****

COMPUTING WITH PEANUT BUTTER AND JELLY SANDWICHES

Submitted by Chrystal D. Ollis
Endorsed by Richard Reidl
Appalachian State University

February 6, 1995

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DESCRIPTION: Computers can be very picky about the commands they are given. This can be extremely frustrating to students. To help them understand the way a computer "sees things" and the importance of being specific, this lesson makes the students give instructions on how to make a peanut butter and jelly sandwich only to have the instructions misinterpreted by the person making the sandwich because the directions are not clear and specific.

GRADE LEVEL: Grades 8-12

BACKGROUND INFORMATION: This activity can be used with students at all levels of computer experience. The lesson teaches them about being specific with computer commands. An important thing to note is this lesson is taught about computers without using a computer.

CONCEPTS: Students will be able to:
1. Relate importance of being specific with directions for making a peanut butter and jelly sandwich to writing commands on a computer.
2. Identify reasons for being specific when typing commands onto a computer.

MATERIALS:
Loaf of Bread
Jar of Peanut Butter
Jar of Jelly
Knives (2)

PROCEDURE:
1. Tell the students to write down the step by step instructions for making a peanut butter and jelly sandwich. (These are the only instructions given.)
2. While supervising the activity, look over some of the answers and pick one out to use. (This allows you to pick the set of student instructions to best demonstrate your point.)
3. Write the instructions on the board or overhead for all to observe.
4. Bring out the materials and place them on a table in clear view.
5. Follow the directions like someone who has never make a peanut butter and jelly sandwich or any sandwich.

For example:
Student's Instructions
(1) Take two pieces of bread.
(2) Take a knife and spread peanut butter on one piece of bread.
(3) Put jelly on the other piece of bread.
(4) Put the two pieces of bread together.
Your Actions
(1) Tear open the bread from the middle and grab two pieces of bread. (This is even more effective if you get two pieces that may have fallen on the floor.)

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(2) Pick up the knife in one hand and put the other hand deep into the peanut butter and spread it onto one of the slices of bread. (The knife remains clean.)

(3) Pour the entire jar of jelly on the other piece of bread.

(4) Put the two slices of bread together with the peanut butter and jelly facing the outsides.

ASSESSMENT:

1. Ask students if this is what a Peanut Butter and Jelly sandwich usually looks like.
2. Ask them if you followed the instructions.
3. Ask how the confusion could be avoided.
4. Ask how this relates to typing commands on a computer.

Subject Area: Business
Topic: Team Building

Title of Event: Kool-Aid Construction

Number Involved in Group Work: 5

General Group Instructions:

You have up to 25 minutes to complete the group work for this task.

Assemble the group in a circle facing inward. Give each group member a piece of string and have them tie it to their left hands. Say "This is a fairly simple activity. I'm thirsty and would like a nice glass of Kool-Aid. Your job is to make some Kool-Aid for me and pour yourselves each a cup while you are at it. All of the ingredients are scattered throughout the room. Before you begin, you must tie the other end of your string to the right hand of the person next to you. When you have made two pitchers of Kool-Aid, return to your group." Discuss the following questions:

What was the purpose of this activity?
What was difficult about this?

Individual Work Instructions:

List the steps in making the pitchers of Kool-Aid, and explain the process.

Supplies Needed:

- Pitchers
- Wooden Spoons
- Kool-Aid Packages
- Sugar
- Scissors
- Water
- Cups
- Yarn (2 ft. long pieces)
- Paper Towels

Scrambled Data

Complete each sentence by unscrambling the word in the box and writing it on the line.

1. An _____ computer calculates by measuring continuous change. GLAONA
2. 1024 bytes equals one _____. BOLIKEYT
3. A _____ is equal to one millionth of a second. DNOCMIEOSCR
4. A computer stores data in its electronic _____. REMMYO
5. One feature that sets computers apart from other machines is that they allow for _____ communication. EIVTCRAETIN
6. Inside every home computer is a "brain" called a _____. CRPRIMCOOSROSE
7. Most computers used today are _____ computers. IILDTGA
8. When a computer is manipulating information, it's said to be _____ data. CORPGNISES
9. Computer responses are known as _____. EFDEABKC
10. The largest and most powerful type of computer is the _____. EMAMAIRFN
11. One billion _____ equal a second. SCANNOONEDS
12. The pieces of information that a computer processes are called _____. TAAD
13. A _____ is equal to one million bytes. GYMBETEA
14. A small computer is a _____. CICOPERTUMOMR
15. Digital computers use the two-digit _____ system to make calculations. NARYBI

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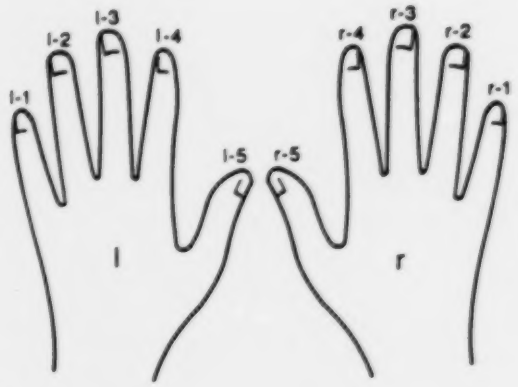
Keyboarding

Use the diagram to help you answer the questions. To touch type you need to use the fingers of both hands. The correct position of your fingers is with your left hand on keys ASDF (with your thumb on the space bar) and your right hand on JKL; (with your thumb on the space bar). The small letter and number on each key in the diagram indicates which finger to use to strike the key.



1. Type the keys you touch with your left little finger. What are they? _____
2. Type the keys you touch with your right little finger. What are they? _____
3. Type the keys you touch with your thumbs. What are they? _____
4. Type the keys you touch with your right index finger—your "pointing" finger. What are they? _____
5. Using your left hand, type the keys you touch with the finger next to your little finger. What are they? _____
6. Which fingers of your left hand type the greatest number of keys? (Write the number of the finger.) _____
7. Which fingers of your right hand other than your thumb type the fewest number of keys? (Write the numbers of the fingers.) _____
8. Type the word FALL. What fingers did you use? _____
9. Type the word COMPUTER. What fingers did you use? _____

_____

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"JOB APPLICATION"
GROUP PERFORMANCE TASK

GENERAL GROUP INSTRUCTIONS:

Attached is a page of classified help wanted advertisements from which to select a job that interests you. Each of you should pick one job that you can imagine applying for. You need not have the required experience for the job in order to select it. Two or more of you may select the same job is you wish. Take turns reading aloud the description of the job you have selected and discuss the employee attributes that would be desirable, the experience that would be required or helpful, and information that the employer might want to know about an applicant. Take notes on important points as they come up during your group's discussion. Each person will complete the information listed below. You may write on the back, if needed.

Job Selected: _____

Employee Attributes desired: _____

_____

_____

_____

Experience required or helpful _____

_____

_____

_____

_____

_____

Information an employer might want to know about an applicant: _____

_____

_____

_____

_____

Source: Business Education Assessment Events
Kentucky Department of Education, 1992-1993

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5.

CHEMIST Lexington laboratory seeking degreed Chemist & Analyst for Environmental analysis. GC experience a plus. Resume to H-L Box 1110.

6.

CIVIL ENGINEERING
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- Civil Engineer, 3-4 years experience in highway design.
- Drafting Technician, proficient in use of KY-COGO or Microstation in highway design.
- Surveyor, experience in highway surveying and related calculations.

Submit information as to education and experience to: Wilson and Associates, Inc., 628 N. Broadway, Lexington, KY 40508.

7.

CUSTOMER SERVICE
Local Car Rental Company is looking for a permanent, full time customer service representative. The ideal candidate should be friendly, energetic, accurate and enjoy working with the public. Must be able to work a schedule that includes weekends and evenings. We offer a complete benefit package including excellent base wage plus commission, medical insurance and profit sharing. Send reply to: Customer Service, P.O. Box 17533, Louisville, KY. 40217.

8.

DATA ENTRY

Full-time position available for reliable & accurate Data Entry Operator. Must be familiar with number key pad & speed is important. Applicant should have at least 3 yrs. experience in Data Entry. Excellent work environment & full fringe benefits package. Submit resume to: Human Resources Director, P.O. Box 11428, Lex. KY 40573. EOE.

9.

DATA PROCESSING
Unique Opportunity
IBM Systems Programmer

- Degree required
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Louisville, KY 40233-7144
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[illegible]-time position, Mon.-Fri., 8:00am-5:00pm, available for a high school graduate or equivalent with 6 months previous general office/clerical experience. Must have typing and strong 10-key calculator skills. Previous customer service and medical insurance billing experience strongly preferred. Must be highly organized and self motivated. Apply or send resume to SmithKline Beecham Clinical Laboratories, Personnel Department, 2277 Chaneston Dr., P.O. Box 11750, Lexington, KY 40577.

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11.

DIETETIC TECHNICIAN

Full time position available for career Dietetic Technician in progressive Food & Nutrition Department. While working closely with a registered dietitian, the diet tech will plan menus for patients on therapeutic diets, assist w/menu selection, provide diet instruction when needed & supervise tray line activities. Must be available to work weekends & holiday shifts. Associates degree in nutrition & diet therapy req. Registered diet technician & 1 year exper preferred. Competitive salary & complete benefit package. Contact Personnel Office, Margaret Mary Comm. Hospital, 321 Mitchell Ave., Batesville, IN 47006

12.

Help lead Kentucky to educational excellence!

Kentucky Commissioner of Education Thomas C. Boysen is seeking an experienced education professional to join his staff to provide leadership in the position of Associate Commissioner for Assistance and Intervention Services.

The Kentucky Education Reform Act requires the Kentucky Department of Education to provide technical, instructional management, and learning assistance to local schools and school districts to enhance and improve teacher and student performance in Kentucky's public elementary and secondary schools.

This position will be available beginning November 1, 1992 with a competitive salary and a complete benefits package.

To apply, send a letter of application with resume to: Larry C. Conner, Director, Division of Personnel Services, Kentucky Department of Education, 500 [illegible] Street, Room [illegible], Capital Plaza Tower, [illegible], FAX (502) 564-[illegible]. The deadline date for applications is October 9, 1992 or until a suitable candidate has been selected.

Join the KERA Team!
KENTUCKY EDUCATION REFORM ACT OF 1990

13.

APPRENTICE ELECTRICIANS 2yrs experience. Journey Person 4yrs experience & Data installers wanted. PowerPlus 885-1477

14.

FIREFIGHTER
City of Frankfort, KY.
Position Available
Firefighter Recruit

Performs entry-level protective service work by training for and participating in fighting fires and emergency medical services (EMT and Paramedic). Salary & qualifications: $18,762 plus liberal fringe benefits (incentive pay upon qualifying) including hazardous duty, 20 year retirement program. Completion of high school education (EMT or Paramedic certification desirable, but not required); must be at least 21 and not have reached 36 years of age by date of appointment. Copies of birth certificate must be in the register's office of state in which you were born; diploma/GED certificate and valid driver's license must be submitted with application. Applications may be obtained at City of Frankfort Municipal Building, Personnel Office, 315 W. 2nd St., P.O. Box 697, Frankfort, KY 40602; 502-875-8500 or 2535. DEADLINE DATE: 4:30 p.m., Friday October 2, 1992
An Equal Oppty Employer

15.

GOLF Course workers. Experience helpful. Call 423-0160 after 12 noon.

16.

HAIRSTYLIST needed prestigious Palomar Centre, excellent opportunity. 223-9096

17.

HOUSEKEEPERS
"Check In With U's"

Benefit from the stability, job security and pleasant working conditions. No hotel experience necessary. We'll give you all the personalized training you need. You will receive a competitive salary and benefits package. If you are reliable and quality minded, apply in person on Tues., Sept. 22, 2-5 p.m. I-64 & Penn Valley Rd:

Signature Inn
6515 Signature Dr.

18.

INDUSTRIAL Agencoustic Inventory workers needed immediately. Apply in person, Mon.-Wed., 9-3.

Manpower
Temporary Services
255 Sterks Blvd.

19.

PHARMACIST

Due to recently expanded services, Central Baptist Hospital has full-time staff Pharmacist positions (weekdays, four 10-hour shifts) available. Will participate in Code 500, quality assurance programs, drug utilization evaluation, and drug information. The department has IVAD and Unit Dose Programs and is completely computerized using the Pharmakon 2000 Pharmacy program. We offer excellent salary and benefits. Please send resume to: Human Resources Department, 1740 Nicholasville Road, Lexington, KY 40503. (606) 275-6122.

CENTRAL BAPTIST HOSPITAL

20.

SALES JOBS- Entry level sales. Advancement potential. Not a draw. Generous car allowance. Qualified leads provided, no cold calling. Full benefits. Established service industry. Common sense training. Starting salary $300 wk. Call Ken Mon. only 10am-noon. 254-8094

21.

SECRETARY
$7-$9 PER HOUR

All areas. Immediate openings. Positions require:
- WordPerfect
- Lotus
- Spellwrite
- Microsoft

Long & short term assignments. Call Monday.

AccuStaff, Inc
459-6221
"Ask about our fringe benefits & FREE word processing training."

22.

SERVICE Station help. Fast friendly people, part-time up to $6.00/hr. Full time, salary open. Paid vacations. 426-1976, Chevron, Brownsboro Rd & I-264

23.

WAREHOUSE
MEN & WOMEN
ENCOURAGED TO APPLY

Unloading trucks and material handling. All locations. Bonus paid after 30 working days. Apply 9-3 Mon.-Fri. Call 451-7766

PAULA YORK
Personnel Inc.
2210 Meadow Dr. Suite 1

24.

Holiday Inn

Be A Part Of The Holiday Inn Team!

We offer top wages & superior benefits. Compare these:

- Paid Holidays
- Pleasant Working Atmosphere
- Health Insurance-Generous Vacation Policy
- Retirement Program
- Credit Union

If you would like to be part of our team, we need enthusiastic people to work in the following areas:

- RESTAURANT
- AM/PM Bussers
- MAINTENANCE TECH (Mechanical)
- HOUSEKEEPERS
- Full/Part-time

Holiday Inn North
1950 Newtown Pk
Lex., KY 40511

An Equal Opportunity Employer

Sources: Lexington Herald-leader September 20, 1992 & January 26, 1993 and Louisville Courier Journal, September 20, 1992

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"JOB APPLICATION" PERFORMANCE TASK

Cover Letter Instructions

Produce a draft of a cover letter that would accompany the resume or application of someone who is applying for the job you selected, discussed, and took notes on during the group performance task. Highlight the attributes, experience, and other information you think the employer will be looking for. After peer editing and comments, key a final copy.

"JOB APLICATION" PERFORMANCE TASK

Cover Letter Scoring Guide

LETTER/MEMO EVALUATION FORM		
Evaluation Factors	Acceptable	Not Acceptable
1. Letter format (parts and spacing between parts)		
2. Punctuation (open-mixed)		
3. Vertical placement (dateline)		
4. Horizontal placement (dateline) (approximately equal side margins)		
5. Accuracy of copy		
6. Corrections undetectable		
7. Word division		

SCORE	DESCRIPTION
4	Student produces in-depth cover letter that clearly and persuasively communicates attributes and experience relevant to position selected. Letter offers additional information that demonstrates awareness of employer expectations. Letter also conveys a personal tone or message to the employer.
3	Student produces cover letter that clearly communicates attributes and experience for job selected. Letter offers additional information relating to employer expectations.
2	Student produces cover letter that includes two of the following: attributes, experience, additional information.
1	Student attempts to communicate attributes, experience, or additional information to prospective employer. Response may be incomplete, incorrect or irrelevant.
0	BLANK

Source: Business Education Assessment Events
Kentucky Department of Education, 1992-1993

"SEARCH AND SEEK"
Internet Scavenger Hunt

If it's fun you're looking for
The Net's the Information Store!
Find the answers and you will see
A nifty reward is your guarantee.

ASSIGNMENT:

1. **Please search the internet to answer the questions listed below. Include your name and class period on a completed form and deposit in entry box for prize drawing.**
2. **Choose one other class and create a similar scavenger hunt that covers a topic you are currently studying. (Hint: If you are having difficulty with a particular subject area or topic, this would be a great opportunity to review and gain some new insights)**

I. Go to the White House homepage
1. http://www.whitehouse.gov/wh/welcome.html
2. Click on White House for Kids
3. Click on Historical Moments of the Presidency
4. Click on Abraham Lincoln

How did President Lincoln get the daily news on what was happening in the Civil War?

II. Access Kathy Schrock's Guide to Educators
1. http://www.capecod.net/schrockguide
2. Open Holidays
3. Open Haunted Halloween Fun for Kids
4. Open Games
5. Scroll to third ghost and click on Madlib Page

What is a madlib? Write the titles of the two options given.
For extra points, choose one and play.

III. Go to History Hot Spots
1. http://www.bev.net/education/schools/admin/history-hot-spots.html
2. Open Gettysburg address
3. Open Lincoln's Invitation to Gettysburg

Who invited Lincoln to make a few appropriate remarks at Gettysburg?

IV. Access Children's Literature Web
1. http://www.ucalgary.ca/~dkbrown/index.html
2. Access Authors on the Web
3. Open R. L. Stine

What is the title of the next page?

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"TRAVELING AROUND THE GLOBE"

Your class has been asked to produce a comprehensive travel guide on various foreign countries for a group of coal-mining office managers who are going overseas to help set up foreign trades offices around the world. Prepare them as completely as possible on what to expect when they arrive in the new country.

1. Search the wonderful world wide web to find answers to the questions listed below; assemble your findings in uniform table format decided by the class; save and print.

2. Write a summary report on the country you choose, and import your saved table of facts and information. Prepare a bibliographic reference sheet so the managers can do more research if they wish.

3. Each person will contribute a final report on their country to be included in the class project at the end of the semester. The guide will be bound and distributed to the local travel agencies. Class time will be spent organizing and assembling the final draft.

Please answer the following:

- Climate-What clothing would you recommend?
- Transportation-What type of vehicle or transportation will he or she need?
- Religion-Is it a big part of the life of the country? Would you recommend that the managers research for more information on this topic?
- Standard of Living-How should the managers expect to lie in order to fit in with their foreign contemporaries?
- Food-If they are invited out to dine, what dishes will be served?
- Culture-Are there any national ceremonies, holidays, dances, or other national events he or she should be aware so that they will have some information on or will be somewhat knowledgeable about the local events?
- Trade-What are the major products and exports?

Initial idea taken from J. K. Winter's article titled: "Teaching a Global Awareness in Keyboarding." Business Education Forum, November 1990.

OBJECTIVES OF THE STOCK MARKET GAME

1. Understand and execute the necessary steps for the purchase and sale of stock.

2. Identify certain measures of a business firm, such as earnings, equity, dividends and growth.

3. Recognize and explain the various forms of business organization.

4. Develop an awareness of the sources of funds available to a corporation.

5. Examine the interaction of current political and economic events with changing stock prices using the newspaper and other media.

6. Apply basic economic concepts to existing market conditions.

Source: Securities Industry Association, Players Manual

An Interdisciplinary Approach

Production Keyboarding Process
Technique Sheet

BEGIN TIME!

1. **CREATE/EDIT**

   READ INSTRUCTIONS and study related documents before keyboarding

   EDIT COPY before keyboarding. Especially check:

Grammar	Word Usage
Spelling	Punctuation
Capitalization	Number Usage
Names	Dates
Figures and amounts	Extensions and totals

   SECURE AND ASSEMBLE SUPPLIES (stationery, envelopes) if necessary

   OPEN FILE

2. **FORMAT** the document

   Set margins
   Set page length; number of lines per page.
   Set line spacing (single, double, etc.)
   Clear previous tab stops and set required tab stops.
   Turn justification on or off
   Turn hyphenation on or off

3. **KEYBOARD** the document at rough draft speed. Make corrections as you keyboard.

4. **SAVE** the document using an appropriate file name.

5. **EDIT** the document.

   Use SPELL/DICTIONARY UTILITY;
   Use GRAMMAR CHECKER; make corrections
   PROOFREAD for additional errors; make corrections.
   SAVE changes and corrections.

6. **PRINT** the document making the appropriate number of copies. PRINT or prepare an appropriate envelope for all letters.

   PLACE document in order in a file folder. - SUBMIT

STOP TIME!

Source: Business Education Forum
October 1990, Page 28

DOCUMENT PRODUCTION SCORE SHEET NAME _____

FOR LESSON _____ PERIOD _____ DATE _____

INSTRUCTIONS: After you have proofread and circled any uncorrected errors on the documents you completed in this timing, complete this form as follows:

a. Circle the appropriate letter in "Type of Document" column. Circle C for correspondence--letters and memos, T for tables, R for reports, and F for business forms.
b. Describe the format of the document (e.g., modified block, leftbound) in the next column.
c. Write the word count from the textbook for each document in the space provided.
d. Record in the last column the number of uncorrected errors for each document.
e. Calculate the totals for the words processed and uncorrected errors and record each total in the space provided.
f. Compute *n-pram* using the formula and space provided.
g. Attach this sheet (after supplying the information requested at the top) to your completed work; submit it as directed to your teacher.

Problem or Document #	Type of Document	Format Description	Words Processed	Number of Uncorrected Errors
1	C T R F	_____	_____	_____
2	C T R F	_____	_____	_____
3	C T R F	_____	_____	_____
4	C T R F	_____	_____	_____
5	C T R F	_____	_____	_____
6	C T R F	_____	_____	_____
	Total words processed:		_____	
	Total number of uncorrected errors:			_____

CALCULATION OF *n-pram*:

$$\frac{\text{total words processed} - [\text{total number of uncorrected errors X penalty (10 or 15 words)}]}{\text{length of document production timing}} =$$

_____ - (_____ X 10 or 15) = _____ - _____ = _____ = = *n-pram*

Teacher Comments:

Name _____

LEVEL 4: Objective Test

A. In the space provided, write the word(s) that best completes each sentence.

1. In composing a letter, always start with a _____ opening. 1. _____
2. When enumerations are included in letters, use a _____ style. 2. _____
3. The standard spacing between columns is _____ spaces. 3. _____
4. Centering materials on a microcomputer is often accomplished with a _____ key. 4. _____
5. A report title is keyed in _____ letters and bold. 5. _____
6. Side headings in a business report are keyed in _____ letters and bold, flush at the left margin. 6. _____
7. In double-spaced business reports, use the _____ style when enumerations are short. 7. _____
8. In business reports, use the _____ format when enumerations are long. 8. _____
9. If a table contains both one- and two-line column headings, align the one-line heading with the _____ line of the two-line heading. 9. _____
10. _____ software enables you to create tables of numbers on a screen. 10. _____

B. Read the sentences below. Then identify each as True or False by writing **T** or **F** in the column at the right.

11. In letters with blocked paragraphs, turnover lines in an enumeration are indented 10 spaces. 11. _____
12. In letters with indented paragraphs, indent the first line of an enumeration 5 spaces and turnover lines 9 spaces from the left margin. 12. _____
13. Displays in tables and letters are centered horizontally on the page. 13. _____
14. If necessary, decrease the standard spacing between columns to keep a display or a table within the margins of the letter. 14. _____
15. The format for business reports differs only slightly from the format for academic reports. 15. _____
16. The title for a business report is centered on line 13. 16. _____
17. In a business report, key the word *Page* before the page number. 17. _____
18. In business reports, single-space enumerations if the report is single-spaced; double-space the enumerations if the report is double-spaced. 18. _____
19. In business reports, follow a paragraph heading with a period and 2 spaces. 19. _____
20. Single-space the body of a display or a table in a business report. 20. _____
21. Column headings should always be centered. 21. _____
22. When a column heading is shorter than the longest line in the column, the heading should be centered over the column. 22. _____
23. When a column heading is longer than any item in the column, the column is centered under the heading. 23. _____
24. When a centered column heading must be keyed on two lines, center each line over the column. 24. _____
25. Underline the words in a column heading in open tables; do not underline in ruled tables. 25. _____

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TECHNIQUE CHECK SHEET, continued

RATINGS

Excellent	4 points
Good	3 points
Average	2 points
Acceptable	1 point

	Rating periods											
	1	2	3	4	5	6	7	8	9	10	11	12
Reading/ keying response patterns ..... **Rating**												
1. Keeps eyes on source copy; concentrates on copy to be keyed												
2. Maintains continuous keystroking by reading slightly ahead in the copy; keys fluently.												
3. Keys balanced-hand words by *word* response.												
4. Keys one-hand words by *letter* response.												
5. Blends *word* and *letter* responses into a smooth, fluent rhythm pattern that varies according to difficulty of copy.												
Work habits ..... **Rating**												
1. Follows directions carefully.												
2. Gives attention to technique cues.												
3. Makes effort to reach suggested goals.												
4. Practices with a purpose.												
5. Appears alert, but shows no evidence of undue tension in shoulders, arms, and hands.												
Total												

Rating Plan

1. Your instructor may observe and rate you on each technique category listed on this Rating Sheet (or those that are currently appropriate), using point scores of 4 = A; 3 = B; 2 = C; 1 = D. The appropriate point score may be entered opposite the word *Rating* for each technique being rated.
2. A checkmark opposite a numbered item indicates a need for immediate improvement.
3. Add (down) the *Rating* scores awarded for each technique and enter the total in the *Total* cell.
4. Divide the total by the number of techniques rated.
5. Determine your technique grade from the scale at the right.

Average Rating		Grade
3.6 - 4.0	=	A
2.6 - 3.5	=	B
1.6 - 2.5	=	C
0.6 - 1.5	=	D
0 - 0.5	=	F

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